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HISTORICAL SKETCH

OF

Eminence

College,

FOR MALES AND FEMALES.

EMINENCE, KY.

1876-77.

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Historical Sketch.

Eminence College.

Eminence College is situated in Henry County, Kentucky, near the L. C. & L. R. R., forty miles from Louisville, twenty-five miles from Frankfort, and one mile from the Eminence Station, immediately on the turnpike road to Shelbyville. Its situation is all that could be desired for an institution of learning. It stands aloof from the contaminating influences of town or city. These influences, exerted over young and ardent minds, too often more than counterbalance any advantages derived from scholastic training. The situation of the College in the country, in the midst of an intelligent and moral community, saves the students from those allurements and excitements which divert the mind from study, and lead to the formation of vicious habits.

Origin of the College.

In the year 1855, a number of public spirited citizens of this vicinity determined to establish a high school. They acted with promptness and energy in securing subscriptions of stock; and in less than two years the necessary buildings were completed, a charter was granted, and the first session of the school was open in September, 1857. Prof. S. G. Mullins, of the Greenville Institute, at Harrodsburg, accepted the principalship, but resigned at the end of the first session. The building committee had made the not uncommon blunder of going beyond their means, and the school was encumbered with a debt that would have paralyzed its usefulness unless removed. The property was consequently sold, to pay the debt, a new company formed, the old stock sunk, and the school placed in charge of W. S. Giltner, a graduate of Bethany College, under whose efficient management it has prospered ever since. The growth of Eminence Male and Female High School into Eminence College was a natural one. The buildings were commodious; the patronage was large and well sustained; many of the matriculates were prepared for more advanced studies than those of a high school; and, consequently, in 1861, an amendment to the charter was secured, granting the Institution college privileges and changing its name accordingly.

Co-education of the Sexes.

One of the chief advantages which Eminence College affords is, that it is a school where the sexes may be educated together. The idea adopted and

acted upon by Roman Catholics, and concurred in by Protestants generally, that the only way to strengthen the minds and improve the morals of youth so as to qualify them for the discharge of the active duties of life, is to seclude them from the world during the period of their training by immuring them in cloisters, is gradually giving way before the light of intelligent experience and philosophic observation. Protestant nunneries, as schools of education and discipline, are fast becoming as unpopular as Catholic convents have already become. A young lady, educated in entire seclusion from the world, upon whose great theater she is soon to enter as an actress, is but ill provided to meet the responsibilities and discharge the duties which will devolve upon her when she assumes her place as a constituent element of society. No system of education is natural that ignores the relations that the God of nature has established, and no amount of theory can compensate for the loss of experience which can only be gained by daily contact with those with whom we are to be associated in subsequent life. Consequently, all systems of education which separate the sexes, while they are being prepared for the duties and responsibilities of life, are founded in ignorance of the true constitution of mankind, and the real nature of virtue. It is a well-known fact, patent to all, that brothers educated under the refining and sanctifying influences of sisters are more firmly established in all the principles of a high and noble manhood than those who do not enjoy such hallowing influences. The same may be said of sisters nurtured in the daily association with brothers. They are developed into a stronger and holier womanhood, and consequently are better qualified to discharge the duties of active life.

God, who created man, and thoroughly understood the wants of his being, saw that it was not good for man to be alone, and all human experience attests the truth of Divine omniscience, that there is no period in man's existence, from the cradle to the grave, when it is good for him, either morally or intellectually, to be alone—apart from the refining presence of the opposite sex. After an experience of twenty-four years in the management of schools, we give, as our settled conviction, that higher intellectual development, and greater moral purity, can be attained by the co-ordinate education of the sexes than can be reached when their education is conducted in separate institutions.

It has been objected that the co-education of the sexes will lower the standard of scholarship. But this objection is refuted by the testimony of experience. Many instructors in mixed schools have borne testimony to the ability of young ladies to compete with young gentlemen in the various departments of the course, and to equal them in vigorous thought and patient study. There is no danger of colleges suffering in reputation, dignity, or scholarship by co-education. Fears as to lax morals and rude manners resulting from this system are ungrounded. This association of the sexes awakens in them a correct appreciation of each other. Their sense of all that is pure and refined in human conduct is better developed. Immorality is restrained, and propriety and courtesy of manner are stimulated.

There is an energy of spirit, and a moral polish of character, which this system has demonstrated as perfectly practicable, and has exhibited as a natural, necessary, and rational result, which has not and can not be obtained in any other way.

The teachers of mixed schools universally testify to the brilliancy and life which the enthusiastic and intuitive mental action of woman imparts to the recitation room; and we believe that it is in this system of co-education that she is to find the means for her proper culture, and the preparation for those dignified and beneficent offices which God has assigned her in the great economy of life.

Our own method of co-education is briefly as follows: The boarding places of the boys and girls are entirely separated; the girls alone boarding in the family of the president, while a special boarding house is provided for the boys a short distance from the college buildings. They are associated during school hours under one roof, sitting in separate apartments, according to their grades, and meeting each other in the chapel exercises every morning, and reciting together in the classes to which they happen to belong. As ours was the first college in this State, and one of the first in the Union, to advocate the co-education of the sexes, we adopted a special course of study for girls, the one usually taught in schools devoted exclusively to their education, that they might find privileges in a college, and from association with the other sex in certain classes common to both courses, might be incited to undertake more advanced studies. This plan has succeeded admirably; and our list of graduates has now for several years shown the names of girls who stood by the side of the boys for the honors of a college course.

The following course, with some variations, is the one usually adopted in institutions devoted exclusively to the education of females; and to all young ladies who pass through these grades, and stand a satisfactory examination under each, a diploma will be granted.

Course of Study.

FOR FEMALES.

Fourth Grade.

FIRST TERM.

ARITHMETIC [*Robinson*].
ALGEBRA [*Robinson*].
ENGLISH GRAMMAR [*Butler*].
GENERAL HISTORY [*Anderson*].

SECOND TERM.

ARITHMETIC [*Robinson*].
ALGEBRA [*Robinson*].
ENGLISH GRAMMAR [*Butler*].
SCIENCE OF COMMON THINGS
[*Wells*].
ANCIENT GEOGRAPHY [*Mitchell*] MODERN GEOGRAPHY [*Monteith*].

Third Grade.

ARITHMETIC [<i>Robinson</i>].	ARITHMETIC [<i>Robinson</i>].
ALGEBRA [<i>Robinson</i>].	ALGEBRA [<i>Robinson</i>].
HISTORY OF ENGLAND [<i>Goodrich</i>].	HISTORY OF FRANCE [<i>Goodrich</i>].
COMPOSITION [<i>Bonnell</i>].	COMPOSITION [<i>Bonnell</i>].
PHYSIOLOGY [<i>Hutchinson</i>].	BOTANY [<i>Gray</i>].

Second Grade.

GEOMETRY [<i>Robinson</i>].	GEOMETRY [<i>Robinson</i>].
RHETORIC [<i>Hart</i>].	RHETORIC [<i>Hart</i>].
NATURAL PHILOSOPHY [<i>Wells</i>].	NATURAL PHILOSOPHY [<i>Wells</i>].
ZOOLOGY [<i>Agassiz</i>].	PRINCIPLES OF DOMESTIC SCIENCE [<i>Stowe</i>].
HISTORY OF THE UNITED STATES [<i>Goodrich</i>].	SCIENCE OF GOVERNMENT [<i>Alden</i>].

First Grade.

ENGLISH LITERATURE [<i>Hart</i>].	ENGLISH LITERATURE [<i>Hart</i>].
CHEMISTRY [<i>Wells</i>].	CHEMISTRY [<i>Wells</i>].
GEOLOGY [<i>Wells</i>].	LOGIC [<i>Schuyler</i>].
REASON AND REVELATION [<i>Milligan</i>].	EVIDENCES OF CHRISTIANITY [<i>Barnes</i>].
ASTRONOMY [<i>Ray</i>].	PHRENOLOGY [<i>Combe</i>].

We recommend, however, the following combined Curriculum to all who have the time and means to pursue a more liberal course of study:

Male-Female Curriculum.

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1.—Department of Ancient Languages.

LATIN.

GRAMMAR [*Bullions*]; READER [*Bullions*]; PROSE COMPOSITION [*Allen*]; CÆSAR'S COMMENTARIES [*Anthon*]; VIRGIL — ÆNEID [*Anthon*]; PROSODY [*Anthon*]; SALLUST—JUGURTHINE WAR AND CONSPIRACY OF CATALINE [*Anthon*]; CICERO—SELECT ORATIONS [*Anthon*]; HORACE [*Anthon*]; TACITUS—GERMANIA AND AGRICOLA [*Anthon*]; ROMAN LITERATURE—A COURSE OF LECTURES; HISTORY OF ROME [*Smith*].

GREEK.

GRAMMAR [*Bullions*]; READER [*Bullions*]; PROSE COMPOSITION [*Boise*]; XENOPHON—ANABASIS [*Anthon*]; HERODOTUS [*Johnson*]; XENOPHON—MEMORABILIA [*Anthon*]; HOMER—ILIAD [*Anthon*]; PROSODY [*Anthon*]; PLATO—GORGIAS [*Woolsey*]; DEMOSTHENES—DE CORONA [*Champlin*]; A GREEK TRAGEDY; GREEK LITERATURE—A COURSE OF LECTURES; HISTORY OF GREECE [*Smith*].

2.—Department of Mathematics.

UNIVERSITY ARITHMETIC [*Robinson*]; UNIVERSITY ALGEBRA [*Robinson*]; GEOMETRY [*Robinson*]; PLANE AND SPHERICAL TRIGONOMETRY [*Robinson*]; SURVEYING AND NAVIGATION [*Robinson*]; CONIC SECTIONS AND ANALYTICAL GEOMETRY [*Robinson*]; ASTRONOMY [*Robinson*]; CALCULUS—OPTIONAL [*Pick*].

3.—Department of Physics and Chemistry.

NATURAL PHILOSOPHY [*Wells*]; CHEMISTRY [*Wells*]; ANATOMY [*Cutter*]; GEOLOGY [*Wells*]; ZOOLOGY [*Agassiz*]; NATURAL HISTORY [*Hooker*].

4.—Department of Mental Philosophy.

ELEMENTS OF INTELLECTUAL PHILOSOPHY [*Porter*]; LOGIC [*Schuyler*]; ÆSTHETICS [*Day*]; PHRENOLOGY [*Combe*], WITH A COURSE OF LECTURES; INTUITIONS OF THE MIND [*McCosh*].

5.—Department of Biblical Literature.

THE BIBLE—DAILY READINGS; FOR CRITICAL STUDY, '76–77, THE GOSPEL OF LUKE, THE ACTS OF THE APOSTLES, AND THE PASTORAL EPISTLES; REASON AND REVELATION [*Milligan*]; EVIDENCES OF CHRISTIANITY [*Barnes*]; ANALOGY [*Butler*]; CHURCH HISTORY—A COURSE OF LECTURES.

6.—Department of Modern Languages.

ENGLISH.

GRAMMAR [*Fowler*]; RHETORIC [*Hart*]; ENGLISH LITERATURE [*Hart*]; ENGLISH SYNONYMS [*Graham*]; HISTORY OF ENGLAND [*Smith*]; AMERICAN LITERATURE [*Hart*]; HISTORY OF THE UNITED STATES [*Wilson*].

FRENCH (Optional).

GRAMMAR [*Fasquelle*]; FENELON'S TELEMAQUE, PAUL ET VIRGINIA; VOLTAIRE'S CHARLES XII.; STAEL'S CORINNE; LITERATURE FRANCAISE.

ITALIAN (Optional).

OLLENDORF'S METHOD; FORESTI'S READER; DALL'S ONGARO ROSA DELL' ALPI; DANTE'S DIVINA COMEDIA; PALLICO'S FRANCESCA; DE DIMINI; TASSO'S GERUSALEMME LIBERATA.

GERMAN (Optional).

GRAMMAR [*Woodbury*]; FOUQUE'S UNDINE; GOETHE'S IPHIGENIE; SCHILLER'S MARIA STUART; GERMAN LITERATURE [*Adler*].

We would invite special attention to this Curriculum. It will be seen that we are fully abreast of the times in both the matter and manner of education. We have, we think, instituted a thorough, progressive, and liberal course of study. We have adopted the most approved text-books, and have placed in the College Library all necessary volumes of reference, which the eager student can consult for additional information on the subject of his studies.

When a student has undergone a satisfactory examination in any particular department, he or she will be entitled to a certificate of graduation in that department; and the possession of certificates from the various departments of the Curriculum entitles the holder to the degree of A. B. The degree of B. S. is conferred on those students who complete the Scientific part of the course, and have a certificate to that effect.

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THE MUSIC DEPARTMENT.

This Department has always been one of the special features of the College. It maintains a regular Professorship, which requires efficient qualifications in the one who performs its duties. Pupils enjoy under it the best advantages of a training in vocal and instrumental music. The merit of the classes has always stood high—a signal proof of which is seen in the concerts given at the close of the session, also in the fact that quite a number of academies and female colleges have been supplied with teachers from the graduates of this department.

THE ART DEPARTMENT.

This Department, too, has an excellent reputation. It gives instructions in painting, drawing and embroidery. The best teachers

are always employed; and a session's work shows no little industry and artistic skill on the part of the pupils.

DISCIPLINE.

The discipline of the College is parental and mild, yet firm.

APPARATUS.

The College is supplied with Philosophical and Chemical Apparatus sufficient to illustrate satisfactorily to the class the various branches of these sciences. One of Barlow's celebrated Planetariums is now the property of the Institution. Additions will be made to these from time to time, as the wants of the College may require.

LIBRARY.

The President has a private library, to which the students have access under certain restrictions. The foundation of a College Library has been laid. Contributions in the way of books or money will be thankfully received.

CABINET.

A complete Cabinet of Mineralogical and Geological specimens must be the work of time. More than a thousand specimens have been obtained, together with some bones of a mastodon, exhumed in the construction of a railroad through this place.

Literary Societies.

There are four literary societies connected with the College.

THE PHILOMATHEAN SOCIETY

Is composed of the young men of the Institution. Many of its members are young gentlemen of fine ability and clever attainments. They edit the *Philomathean Journal*, a paper of some considerable spirit. They have laid the foundation of a library, and have made provision to greatly increase the present number of volumes.

THE RISING STAR SOCIETY

Embraces the young ladies of the Senior Class, and many of its members bid fair to become stars of the first magnitude in the literary galaxy of illustrious names that adorn our nation. The organ of this Society is the *Prismatic Gem*, a periodical containing many literary gems of rare worth. Many of the articles would do credit to older heads and more experienced pens.

THE STAR OF HOPE SOCIETY

Includes in its membership the young misses of the Junior and Preparatory Departments, who ere many years expect to be enrolled among the rising stars, as aspirants for the honors that literary merit alone confers. The *Dewdrop*, a neat little paper, affords them an opportunity of introducing their youthful productions to public notice.

THE PLATONEAN SOCIETY

Was organized the present year by a number of the younger boys of the School. They have displayed great zeal in their regular weekly work, and their public entertainments did credit to their talents.

EMINENCE COLLEGE

Has been in successful operation for nineteen years. It has attained this success without one cent of endowment, relying upon the tuition fees alone to meet the expenses. Four professorships have been regularly maintained, namely, of Biblical Literature, Mental Philosophy, and Chemistry; of Mathematics; of Greek, Latin, and Rhetoric; and of Natural Philosophy, Physiology, and Botany. In addition to these there has been a Music Department, well equipped with first-class instruments and supplied with able professors; also an Art Department with all the appliances of first-class instruction under the best of teachers.

The lowest number of matriculates, for one session, is 126; the highest, 204—the sexes being about equally divided. 129 have been graduated—the lowest number of one session being one; the highest, eighteen.

Our graduating class has reached quite a respectable number, and we have no hesitation in speaking of its members as worthy to be compared in point of scholarship and culture with those sent forth from other colleges in the South and West. Many of these have taken rank among the first and most honored in the various learned professions. Several colleges have been supplied with presidents, and others with professors; the pulpit, the bar, the medical profession, and the halls of legislation are occupied by men educated in whole or in part at Eminence College. To these we point with peculiar pride, and appeal to them rather than to magnificent buildings and munificent endowments, in proof of the hale and progressive life that prevails at Eminence College.

LIBRARY OF CONGRESS



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